



WHAT DOES DEI MEAN FOR TEACHING PRACTICE?

DIVERSITY

Recognition of differences:

Acknowledging and valuing the various dimensions of diversity, including but not limited to, race, ethnicity, gender, sexual orientation, socio-economic status, ability and religion.

Representation:

Striving for representation of diverse voices and perspectives in all areas, from media to leadership, from the start in primary education.

Cultural competence:

Developing the ability to understand and interact with people across different cultures and backgrounds through continuous learning, adapting to diverse cultural contexts in school.

EQUITY

Fairness and justice:

Ensuring that policies, practices and resources are designed and implemented to address disparities and provide all children with the support they need to succeed in school.

Access to opportunities:

Guaranteeing equal access to educational, professional and social opportunities for all, particularly those from historically marginalised or underserved groups.

Individualised support:

Recognising and addressing the unique needs and circumstances of each individual child to remove barriers and enable their full participation and achievement.

INCLUSION

Belonging and respect:

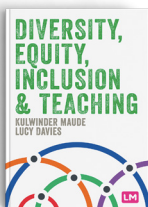
Creating environments where all children feel respected, accepted and valued. This involves fostering a sense of belonging and ensuring that everyone can participate fully and authentically.

Engagement and participation:

Actively involving diverse pupils and groups in decision-making processes and activities, ensuring their input and perspectives shape teaching and learning.

Safe and supportive environments:

Establishing spaces where children feel safe from discrimination, harassment and exclusion, and where their well-being and dignity are prioritised.



This is an adapted extract from *Diversity, Equity, Inclusion and Teaching* by Kulwinder Maude and Lucy Davies.

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